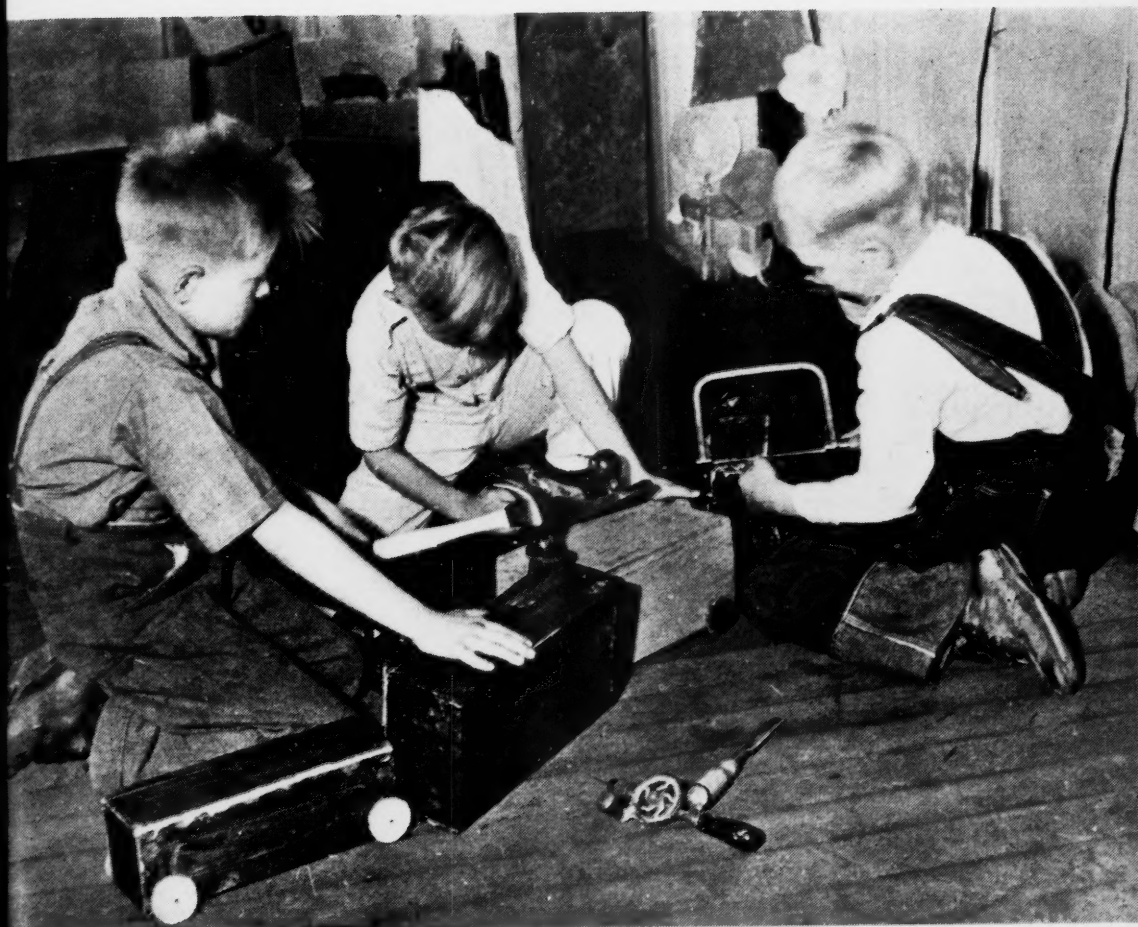


# CALIFORNIA ·SCHOOLS·



MAY, 1939

# CALIFORNIA SCHOOLS

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Volume X

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Number 5

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WALTER F. DEXTER, Superintendent of Public Instruction  
Editor: IVAN R. WATERMAN, Chief, Division of Textbooks and Publications

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## COVER

The picture on the cover shows a group of second-grade pupils at the Rocklin Elementary School, Placer County. They are making box cars out of cheese boxes, an activity connected with a unit on Community Life. The picture was taken by Marvell G. Landreth, teacher of the second grade.

## Youth Study

Because the education of the out-of-school youth and all young adults is a most important phase of education to be considered in the future, the Superintendent of Public Instruction and members of the staff of the California State Department of Education are cooperating in a project to find out what the problems are and then to develop a plan of at least a partial solution to these problems.

Early in February, Superintendent Dexter, Aubrey A. Douglass, Chief of the Division of Secondary Education, and H. Dewey Anderson, Director of the State Relief Administration, conferred together on the need for making as comprehensive study as could be made during the remaining months of the school year, and to develop a plan based on this study. It was agreed that, at present, no one knows who the unemployed youth are, where they are, nor how many there are; nor the most rudimentary facts regarding their economic, educational, or social background. Many agencies have certain information and a number of local surveys have been made, but all information which has been gathered in segments needs to be combined in a unit.

Because he had participated in a number of surveys that had been made because he had a number of emergency education program workers under him, George C. Mann, Chief of the Division of Adult and Continuation Education, was asked to cooperate directly with the State Relief Administration in the study.

It was determined that four primary considerations should guide the Survey.

1. Obtaining more adequate information concerning youth and economic facts pertinent to employment
2. Making plans for more adequate training for employment
3. Setting up means of providing actual employment
4. Deciding upon means of adequately informing the community as a whole regarding the extent and nature of the youth problem

The problem of youth and its education is of such importance that it was considered worth while to devote a major part of time for the next few months in trying to collect data which will aid in the development of intelligent plan of action. The first step was to determine the extent of the problem. In order to do this, it was planned first to check with every agency in the state that has secured any information about youth in order to get together as a unit all

findings that have been made in segments or by areas. These agencies included high schools, state employment agencies, the United States Employment Service, school and university placement offices, National Youth Administration agencies, Young Men's Christian Association, Catholic agencies and all other social agencies. Furthermore it was decided to make use of all records pertaining to education and employment of young people, including those of the State Relief Administration; farmers' associations; local surveys in San Francisco, Los Angeles and San Joaquin Valley; coordinating councils; all institutions of youth service and corrections; special racial groups survey such as Negro Survey made in southern California; labor unions; governmental agencies and camps, such as migratory camps; census in adult education classes; Federal census of unemployment; youth agencies; and other agencies to be determined.

The second step is to find out what the present educational agencies can do; that is, specifically, to determine what can be done by the Bureau of Agricultural Education and the Bureaus of Trade and Industrial Education, Business Education, and Homemaking Education. In making the study of what educational agencies can do, active cooperation has been offered by superintendents and high school principals.

The third step is to find out what can be done by agencies other than those specifically educational in nature.

The final step and the most difficult one is to develop a plan based on the findings of the whole study for those not cared for by any existing agency as now constituted.

In setting up the organization for this survey it was decided that in the gathering of material the State Relief Administration would concern itself specifically with material from agencies outside of the public schools, and the California State Department of Education would concern itself with gathering all data which could be secured through educational agencies both public and private. Milton Chernin, Director of the Division of Planning and Research for the State Relief Administration, is directing the part of the study made by the State Relief Administration, and Mr. Mann is directing for the State Department of Education. The two are working in close cooperation and will combine all data gathered in the preliminary report which will be made before work starts on the development and final plan. The two departments will work together in writing up the final report and interpretation.

Aaron Jones of Los Angeles and Miss Clotilde Williams of San Francisco have been employed as associate directors and are doing the actual field work. Dr. Jones is working directly with the State Depart-

ment of Education, and Miss Williams is working with the State Relief Administration. Dr. Chernin and Mr. Mann are actively engaged in coordinating the material.

The young adults themselves are cooperating with the state in its endeavor to paint a picture of the problems of youth that might lead to solutions. Fifty thousand young persons not only are answering questions relating to their job experiences, but also are expressing opinions as to the best methods of aiding persons between the ages of sixteen and twenty-five.

Using school employment and other records to select average cases, the field workers will make an effort to see that the former students interviewed are truly representative of all localities and income groups in the state. Dr. Jones is traveling throughout the state interviewing school officials; and they have, in all cases, offered generous cooperation. An Advisory Committee is at the time being formed. This committee will have representatives from schools and all agencies interested in the development of an adequate program for youth and young adults. Twenty-five workers from the WPA Emergency Education Program are now engaged in tabulating data which have been gathered. All divisions of the State Department of Education are assisting in the study and will join with other leading educators in the state in developing the interpretation of the data, looking toward a plan which will provide a solution to some of the most important problems.

(In the May issue and subsequent issues of *"California Schools"* progress on the study will be reported. It is to be hoped that many interesting facts will be ready for publication by May.)

## DEPARTMENTAL COMMUNICATIONS

### Office of Administrative Advisor

ALFRED E. LENTZ, Administrative Advisor

#### LEGISLATION

Governor Culbert L. Olson, on April 6, 1939, approved Assembly Bill 1286 by Assemblyman Lee T. Bashore, which, as an urgency measure, became effective on the day the Governor approved it. The measure, now Chapter 56, Statutes of 1939, amends section 1.90 of, and adds Article IIa to Chapter III of Part I of Division I of the School Code. The text of the section, as amended, and the article is given below:

*School Code section 1.90.* The governing board of any school district may use the school buses of the district to transport pupils attending the schools of the district to and from school athletic contests or other school activities or to and from fairs or expositions held within or without the district and in which such pupils participate. Such transportation may be provided on any day or days throughout the school year.

#### **Article IIa. Transportation to and from Fairs and Expositions**

*School Code section 1.88.* The governing board of any school district may, with the consent of the superintendent of schools of the county in which the district is located, contract for the transportation of pupils attending schools within the district to and from any exposition or fair in this State, and pay for such transportation out of any funds of the district available for the purpose.

#### SCHOOL BUS REGULATIONS

Following the submission of recommendations adopted by the Advisory Committee on Pupil Transportation at Los Angeles April 15, 1939, the following interpretations and exemptions from the State Board of Education Regulations Governing Pupil Transportation are announced by the Superintendent of Public Instruction, effective immediately.

1. On all school buses the purchase of which is contracted for after May 15, 1939, the entrance and exit door will be deemed to be directly within the view of the school bus driver, as required by subdi-

vision 6 of Section XI of the California State Board of Education Regulations Governing Pupil Transportation, only if the most forward part of the entrance and exit door opening is not located to the rear of a line drawn crossways of the bus immediately back of the driver's seat, and, in the case of the so-called "metropolitan" type of bus, the most forward part of such door opening is also located immediately back of the front wheel housing.

2. The Superintendent of Public Instruction, through the Chief of the California Highway Patrol, will on request of the governing board of the district, or of the contractor or other party operating a school bus constructed prior to February 1, 1938, exempt such bus from subdivision 29 of Section XI of the State Board of Education Regulations Governing Pupil Transportation (prohibiting the use of jump seats) for the period July 1, 1939, to June 30, 1940, provided there is no evidence indicating the request should be denied or modified, and subject to the following conditions:

- a. No pupil of below the seventh grade shall be permitted or required to ride on a jump seat.
- b. No pupil, regardless of grade, shall be permitted or required to ride more than five miles on a jump seat.

The violation of either of the above conditions by the owner or operator of a school bus will be considered sufficient cause for the revocation of the exemption granted for such bus. Requests for exemption should be addressed to the Chief of the California Highway Patrol, Department of Motor Vehicles, 12th and N Streets, Sacramento.

### **Bureau of Parent Education**

GERTRUDE LAWS, Chief

#### **PARENT EDUCATION BROADCASTS**

This year an introductory series of broadcasts for parents is being offered to help those parents who can, and are willing, to go on week after week, trying to improve the education which takes place in family life. In connection with the continued effort of education, it should be kept in mind that the ability to sustain effort may be closely correlated with intelligence. In any case the individuals who can sustain effort over a long period of time are the ones who will preserve social equilibrium in times of stress or crisis.

The Don Lee Mutual Broadcasting Company in cooperating with the California State Department of Education and the California Congress of Parents and Teachers is giving the time every Thursday from 1:30 to 1:45 P.M. to try to discover whether the radio can be used to provide leadership for the thinking of individual listeners



and the discussion of listening groups. The suggestions of men and women in the schools of the state with reference to this educational experiment will be greatly appreciated. Are there specific phases of education for which parents are responsible, which you think could be handled on the radio? These suggestions should be sent to Dr. Gertrude Laws, 515 Van Ness Avenue, San Francisco. Effort will be made to serve both parents and schools.

A tentative schedule of broadcasts, which may be changed to consider further questions on topics already discussed, has been announced as follows:

May	4	Parents of Adolescent Boys and Girls
May	11	Sons and Daughters of Adolescent Parents
May	18	Parents and Speech Handicaps (Mabel F. Gifford, leader)
May	25	Mental Health and Family Life
May	31	The Search for Order and Security
June	1	Appropriate Freedom for Adolescents
June	8	(Flag Day) The Place of Symbols in Education
June	15	Summer Vacations and Parents
June	22	Adults' Anxieties and Children's Dreaming

## **Bureau of Trade and Industrial Education**

J. C. BESWICK, Chief

### **STATE CONFERENCE ON INDUSTRIAL EDUCATION**

The Superintendent of Public Instruction has called the Annual Conference on Industrial Education, to be held in Oakland, on May 6, 1939, in conjunction with the Annual Conference of the California Industrial Education Association. Headquarters of these conferences will be at the Hotel Oakland.

School administrators interested in a progressive and democratic system of education, members of boards of education and city and county superintendents of schools, as well as instructors, coordinators, supervisors and directors of industrial arts and trade and industrial education and teacher training are cordially invited to attend and participate in the conferences.

A program in which leaders in industry, labor, business, and education take part will insure very successful sessions. The speakers will consider the ever-changing conditions in industry, labor and business today, and the essential need that our educational leaders be aware of occupational and business trends, in placing efficient and practical educational programs for our youth, and for adult workers who need additional training to upgrade them in their chosen occupations, and to enable them to keep abreast of changing conditions.



## **Commission for Special Education**

MABEL G. GIFFORD, Chairman

### **NATIONAL STUDY OF CURRENT PRACTICES IN SPECIAL EDUCATION**

The Commission for Special Education is informed that the Department of Education for the Handicapped of Teachers College, Columbia University, is making a nation-wide study of current practices in the field of special education. Questionnaires for this purpose have been sent to schools, classes, and educational centers for crippled children throughout the United States.

The Commission is aware of the need for new and more nearly complete data in this field, and believes that California should be represented in the study which is being made. It is therefore recommended that superintendents, supervisors and teachers of special classes cooperate with Columbia University by providing the information requested.

# INTERPRETATIONS OF SCHOOL LAW

## Attorney General's Opinions

### **Admission Fees to School Athletic Contests and Disposition Thereof**

There appears to be no prohibition against the charging of an admission fee to an athletic contest held after school hours in which an athletic team of a school of a public school district participates, and the disposition of the proceeds is a matter of policy to be determined by the school authorities, subject to the provisions of section 30 of Article IV of the Constitution.

There is no authority which would permit either the school authorities or students to charge admission to any person in return for the right to be present during school hours and watch a group or class during a physical education period. (A.G.O. NS1509, March 30, 1939)

### **Burial of Indigent Child Attending California School for Blind**

In the event of the death of a child who is a county charge under Political Code section 2255 while such child is attending the California School for the Blind, the duty of burial is upon the county where the death occurs (citing Political Code section 4144, Welfare and Institutions Code section 207 and section 21 of the Cemetery Act). (A.G.O. NS1618, April 8, 1939)

### **Formation of Union High School District Composed of Elementary School Districts in a Union High School District**

Two or more elementary school districts comprising a part of a union high school district cannot unite and form a new union high school district under the provisions of School Code sections 2.550-2.559 without first having withdrawn from the first-mentioned union high school district in accordance with the provisions of School Code sections 2.640-2.643 or other provision of law providing for such withdrawal. (A.G.O. NS1609, April 8, 1939)

### **Hospital and Medical Care for School Athletes**

The governing board of a school district has no authority to provide hospital and medical care other than first aid for the members of an athletic team of a school of the district in the absence of established

liability of the district (citing School Code sections 1.100, 2.801 and Deering Acts 5149, 5150 and 5619). (A.G.O. NS1509, March 30, 1939)

**Payment of Obligations Incurred in Violation of Section 18 of  
Article XI of the Constitution**

Where the governing board of a school district incurs an indebtedness during a fiscal year in excess of its income for such year without first having secured the assent thereto of two-thirds of the qualified electors of the district voting at an election held for that purpose, in violation of section 18 of Article XI of the Constitution, the excess amounts of such indebtedness cannot thereafter be authorized by such an election, and any payment of such indebtedness would be a gift of public money under section 31 of Article IV of the Constitution. (A.G.O. NS1561, March 23, 1939, modifying A.G.O. NS1289, December 2, 1938)

**Procedure for Purchasing Junior College Textbooks**

All of the provisions of School Code sections 6.370 and following are applicable to the purchase of junior college textbooks by the governing boards of junior college districts or of high school districts maintaining junior colleges. (A.G.O. NS1321a, January 18, 1939)

**Providing of Textbooks for Students of High School District  
Junior Colleges**

The governing board of a high school district maintaining a junior college under the provisions of School Code section 3.251 is required to provide textbooks to students of such junior college free of any charge in accordance with the provisions of School Code sections 6.370 and following (citing A.G.O. NS1321). (A.G.O. NS1321a, January 18, 1939)

**Textbooks for Teacher-Training Students in State Colleges**

School Code sections 5.110, 5.111, 6.320, 6.330 and related provisions do not authorize the Superintendent of Public Instruction to provide state colleges free of charge copies of state-printed elementary textbooks for the use of students enrolled in teacher-training courses in such colleges. (A.G.O. NS1569, March 25, 1939)

**Time of Annexation of Elementary School District to High School  
Districts**

School Code section 2.100, relating to the change of boundaries of elementary school districts, does not limit the operation of School Code

sections 2.450-2.456 or 2.460-2.474 relating to the annexation of elementary school districts to high school districts.

Political Code section 3720 is, in addition to School Code section 2.86, a limitation upon the time within which the annexation of a school district must be completed, and all steps must be completed in time to comply therewith, or the district will be deprived of the power of taxation for a year following the effective date of the annexation. (A.G.O. NS1358, March 21, 1939)

## **FOR YOUR INFORMATION**

### **SECONDARY DEMONSTRATION SUMMER SCHOOL**

The University of California, with the cooperation of the Oakland Board of Education, is conducting a Secondary Demonstration School for the second summer at the University High School in Oakland. The school will be held during the morning, 8:00 to 12:00, through the Summer Session, June 26 to August 4. Offerings this year will include classes in art, English, languages, mathematics, science, shops, social studies, and typewriting. There will be carried on, in addition to the regular instructional classes, a program of social-recreational activities and excursions throughout the session.

The fee will be \$7.50 for each half unit of credit.

Booklets describing the Demonstration School may be secured from Paul Fleming, Vice Principal, University High School, Fifty-eighth and Grove streets, Oakland.

### **FIELD COUNSELOR APPOINTED FOR ADULT FORUMS**

Verne Landreth has been appointed Field Counselor for California under the provisions of the Federal Forum Project. These Counselors are employed in the states where departments of education participate in the Project.

Forums organized within the federal program which promotes school-managed public affairs education for adults are being conducted at Long Beach, San Diego, San Luis Obispo, and Santa Ana.

### **STANFORD EVALUATION WORKSHOP**

The Stanford Evaluation Workshop will be held for six weeks, July 10 to August 18, in cooperation with the Committee on Workshops of the Progressive Education Association, at Stanford University, Palo Alto.

The work has been planned for high school and junior college teachers, administrators, supervisors; directors of curriculum, research, or evaluation; or other educational workers who are interested in, and who are in a position to assume responsibility for work on, problems of evaluation of appraisal.

The feature of the Workshop will be its emphasis upon evaluation of school practices. Each educational worker enrolled will devote full time during the six weeks period to his own unique problems.

Because of the nature of the Workshop experiences, the enrollment will be limited. In order to reserve a place it will be necessary to register early. A copy of the form to be used in applying for admission may be obtained from the director, Alvin C. Eurich, Stanford University.

### SUMMER COURSE IN CONSUMER EDUCATION

At the request of Ira W. Kibby, Chief of the Bureau of Business Education, California State Department of Education, and the School of Education, University of California at Berkeley, Robert A. Brady, Associate Professor of Economics, and a national leader in consumer research, will give a course in consumer education during the summer session.

This course is listed in the catalogue of courses as "Economics S105—Economics of Consumption."

Two units of credit will be offered for completion of the course. It is expected that teachers will enroll in this course to gain background to assist them in teaching similar work in the public schools.

### CALENDAR OF EDUCATIONAL MEETINGS

During 1939 a calendar of educational meetings and conferences will be published from time to time in *California Schools*. In some cases, events may be mentioned before the place of meetings has been decided, but complete information will be given in subsequent issues. The following schedule of events is chiefly a list of meetings and conferences which take place during the spring term of the 1939 school year, but a few which convene in the early fall have also been included.

<i>Date</i>	<i>Organization</i>	<i>Place</i>
May 3-5	Convention, California Federation of Women's Clubs	Oakland
May 6	California Home Economics Association, Northern Section	Maxwell
May 6	California Public School Forum Federation, North Central Section	San Jose
May 6	California State Association of English Teachers	Treasure Island California Recreation Building
May 9	California School Supervisors Association, Bay District	
May 10	California Public School Forum Federation, Northern Section	Chico Chico State College
May 8-13	Council Meeting, General Federation of Women's Clubs	San Francisco War Memorial Opera House

<i>Date</i>	<i>Organization</i>	<i>Place</i>
May 13	California Public School Forum Federation, Central Section	Fresno Fresno State College
May 14	California Conference of Social Work	Oakland
May 15-20	California Congress of Parents and Teachers, Annual Convention	Santa Barbara
May 19	California Public School Forum Federation, East Bay Section	Berkeley U. C.
May 20	California Public School Forum Federation, Northern Bay Section	San Francisco San Francisco State College
May 26, 27	American Association of University Women	San Francisco
	California Agricultural Teachers Association	San Luis Obispo
June 18-24	American Library Association	San Francisco
June 26-July 1	American Association for the Advancement of Science, Pacific Division	Stanford University
July 2, 6	National Education Association, Seventy-seventh Annual Convention	San Francisco
July 8-21	National Education Association, Department of Elementary School Principals, Annual Conference	Berkeley U. C.
July 10-21	Annual School Executives' Conference	Berkeley U. C.

#### RECORDINGS OF EDUCATIONAL RADIO SERIES AVAILABLE

Recordings of a significant network educational radio series Americans All—Immigrants All, consisting of twenty-four transcriptions, are available from the United States Office of Education.

This series which is broadcast each Sunday at 11 A.M. PST over the Columbia Broadcasting System, has been recorded first because teachers and school officials are looking for aids of this type which they can use in adapting the school curriculum to strengthen democracy—a fast-growing movement in education.

Dramatizing the story of the most spectacular movement of humanity in all recorded time—the movement of millions of men, women and children from other lands to the land they made their own—the recordings should be valuable aids in the teaching of history, social studies, civil government, economics, industry, agriculture, art and geography. They deal with the contributions to American growth of many peoples—English, Hispanic peoples, Scots, Irish and Welsh, French-speaking peoples, the Netherlands, Germans, Scandinavians, Japanese, Chinese, Jews, Slavs, Italians, Greeks, Armenians, Syrians, Portuguese, Hungarians, Latvians, Estonians and others; and should aid in developing tolerance toward and good will among all people.



The introduction of these new educational aids into the classroom is relatively easy and inexpensive. Special play-back equipment is necessary for the larger 16-inch recordings, but the 12-inch recordings can be played on an ordinary phonograph. A Teachers' Manual and Student Guide which gives suggestions for class and out-of-class use is supplied free with each purchase of recordings.

A leaflet giving complete information on the recordings is available from the Educational Radio Script Exchange of the Office of Education, Department of the Interior, Washington.

### **MARCH OF TIME SUBJECTS AVAILABLE FOR SCHOOLS**

Arrangements with *The March of Time* for the release of 16 mm sound prints of a selected series of their subjects for educational use in schools and colleges was announced today by Fanning Hearon, Executive Director of the Association of School Film Libraries.

The Association of School Film Libraries is a nonprofit, cooperative association established in the summer of 1938, with the financial backing of the General Education Board, a Rockefeller Foundation. Its purpose is to organize schools and colleges as a potential motion picture audience, as well as to encourage and promote the use of films as an educational medium.

Prints of *The March of Time* to be made available for school and college use were selected according to a preference vote among recognized authorities on the educational value of motion pictures.

The complete list of the thirty subjects may be purchased through the Association of School Film Libraries, at 9 Rockefeller Plaza, New York City.

### **EDUCATIONAL BROADCASTS**

#### **Broadcasts Sponsored by the California State Department of Education**

Monday: 9:30 p.m.—Golden Days KRE  
Wednesday: 10 p.m.—Pageant of Youth KLX  
Thursday: 1:30 p.m.—Parent Education KFRC  
Friday: 8 p.m.—Adventures in Science KLX  
Saturday: 3:30 p.m.—Education Today KPO

#### **Alameda School of the Air**

Monday: 1:30 p.m.—Great Moments from Literature KLX  
Tuesday: 1:30 p.m.—United States History Program KLX  
Wednesday: 1:30 p.m.—California History Program KLX  
Thursday: 11:15 a.m.—Sonny's Magic Merry-Go-Round KLX  
1:30 p.m.—Classic Myths, KLX  
Friday: 1:30 p.m.—The Workshop KLX

#### **Broadcasts Sponsored by the United States Office of Education**

Wednesday: 6:30 p.m.—Wings for the Martins NBC Blue<sup>1</sup>  
Sunday: 1:30 p.m.—The World Is Yours NBC Red<sup>1</sup>

<sup>1</sup>NBC Red Network—KPO, KFI, KWG; NBC Blue Network—KGO, KECA, KSFD; CBS—KSFO, KNX; MBS—KFRC, KHJ.

## PROFESSIONAL LITERATURE

ANONYMOUS. *The Saber-Tooth Curriculum*. New York: McGraw-Hill Book Company, 1939. Pp. xiv + 140.

This clever satire first appeared at the recent meeting of the American Association of School Administration and was one of the main topics at the lobby sessions. In the short interval since then it has aroused interest and comment far and wide.

The book purports to be an account by a certain Raymond Wayne of a series of discourses on educational practices in the paleolithic age by one Professor J. Abner Peddiwell, who was well-warmed to his subject by several tequila daisies. It seems that "New-Fist," far more gifted than his fellow tribesmen conceived the notion that the everyday work of the tribe could be more efficiently performed, and life thereby made more pleasant for everyone, if children were systematically trained for their tasks. He first practiced his theories on his own family and before long they were institutionalized by the tribe. Thus was established the first curriculum, consisting of the three activities most closely related to the practical needs of the tribe—"fish-grabbing-with-the-bare-hands," "woolly-horse-clubbing," and "saber-tooth-tiger-scaring-with-fire." It was a huge success, but time passed and an ice-age approached. Streams became too muddy for the fish to be seen, the woolly-horse grew scarce and more nimble, and the saber-tooth tiger approached extinction. Nevertheless the three subjects were retained for their cultural value and the generalized training they afforded. Furthermore scholarly research provided the means of amplifying the many ramifications of each subject into suitably difficult material for secondary and higher education. Natural demands for schooling appropriate to changed conditions were fiercely resisted by the forces of academic tradition. Time, however, brought interesting developments—fish grabbing in a real creek with real fish supplied for the purpose; and that most astounding attraction, the Red-Tiger School, where the children delighted in waving torches in the faces of two decrepit tigers, the last of the race. In higher education all was not easy sailing. For example, professors of education were regarded as interlopers by prejudiced colleagues in other departments. However, they finally were able to secure respectable academic status by going beyond the other departments in breaking down the subject into small units, each artificially isolated from the others; in conducting a type of research consisting of measuring and counting everything possible, and finally by making their subject difficult to learn.

The book is much more than an excellent dollar's worth of entertainment. Behind its fun-poking and ridicule may be discerned much of the sober truth, which in satirical form may exercise as profound an influence as that of many a ponderous tome.

IVAN R. WATERMAN

*Selected References in Education*. Supplementary Educational Monographs, No. 47. Chicago: University of Chicago, 1939. Pp. x + 232.

In new format to conform with that of the *School Review* and the *Elementary School Journal*, the University of Chicago has issued for the sixth consecutive year in monograph form the twenty lists of "Selected References" published during the preceding year in their two journals. The value of the bibliographical service provided by this series warrants its inclusion in every professional library.

IVAN R. WATERMAN

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